



SPRING 1999 RELEASE ITEM

Grade 10 Reading

Leonard Nimoy is best known for his role as Mr. Spock on the original Star Trek series and is still recognized by people on the street as the character he portrayed. Read the following excerpt from Nimoy's book, I Am Not Spock, in which he explores this phenomenon. Then answer the questions that follow.

I Am Not Spock

I am not Spock.

Then why does my head turn in response to a stranger on the street who calls out that name? Why do I feel a twinge when someone says, "What happened to your ears?" I am not Spock.

Then why do I feel a wonderful warmth when I hear or read a compliment aimed at the Vulcan?

Spock for President reads the bumper sticker on the car in front of me. I'm filled with pride and I smile. I'm not Spock.

But if I'm not, who is? And if I'm not Spock, then who am I?

I have a brother, Melvin. He lives 3,000 miles away. We have a good relationship. But it's different. Yes, if someone compliments him, I take pride. If someone were to malign him, I would be hurt. But he is he. I am not him and he is not me. We exist independently. Spock and I do not. So, Spock is not my brother.

What is this relationship between Spock and me? Is it like the Corsican brothers? Even when miles apart one felt the pain when the other was injured! Empathy. Maybe that's the answer. But there's a difference. The Corsican brothers could exist in two different places at the same time. Spock and I cannot.

And it's more complicated than that. Perhaps worse than that. The question is, without Spock, who am I? Do I, or would I, exist at all without him? And without me, who is he? I suspect he might do better without me than I without him. That bothers me. Or more accurately, it concerns me.

That's why I'm writing this book. Maybe if I can get it all down on paper and see the words and ideas staring me in the face I might understand. I might get a better fix on what I am and who he is. With Spock and me it's a unique game of "I'm O.K. We're O.K."

I might get to know something about myself that millions of others know better than I. If I could only see myself as others see me.

Recently I sat with a group of actors I'd just met. We talked of theatre, plays, TV, characters. Good talk. And then as I was leaving one of the actresses said, "Leonard, we love you." I smiled and I was warmed. I said, "Thank you" but I wanted to add, "I'll tell him when I see him."...

SPOCK: Tell her I accept her compliment, emotional though it may be.

NIMOY: What compliment?

SPOCK: She said they love me.

NIMOY: That is not what she said. She specifically said, "Leonard, we love you." And I know there's nothing wrong with your hearing!

SPOCK: If you're so certain of her intent, why are you becoming agitated?

NIMOY: That's ridiculous. Every time I'm paid a compliment you grab it away. You grab it up for yourself!

SPOCK: Would she have paid you that compliment if not for me?

NIMOY: No!

SPOCK: Then how can you claim it for your own?

You see what I mean?

I am not Spock.

But I'm close to him. Closer than anyone. How much closer can two people be than to stand in the same body, occupy the same space?

Yes, there are benefits. I have an audience, a platform because of him. But it must be shared. I have written two books of poetry. They have been widely circulated and well-received. The one word which comes back most consistently is "surprising."

Why surprising? "Because," I'm told, "the writing is sensitive." "Thank you, but why should that be surprising?" "Because one doesn't expect sensitive poetry from a cool, rational, pragmatic, logical person." "But you're talking about Spock! I'm not Spock!" "Oh really?"

I like being Spock. But I like myself too. I'd like to be me independent of him. I try—very hard, but it's tough. Sometimes I think I've done it. Sometimes I work very hard at doing my things, thinking my thoughts. To be me, Leonard Nimoy. Sometimes I think I've got it made! Then I'll get on an airplane and somebody'll flash me a Vulcan salute. Or some nice lady will ask for my autograph and I'll proudly sign, "Leonard Nimoy," and then she'll say, "Please sign *Mr. Spock*. That's the way my son knows you."



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So sometimes I get tired of the struggle and I simply sign, *Spock*. I tell myself it's faster. It's only five letters instead of twelve. But who am I kidding? No one. I do it because the look in this particular child's eyes says, "I love you, Mr. Spock" and I know that if I signed any other name, two people would be cheated: The child and Spock, and I can't do that. I don't want to hurt that child, and I must be fair to the Vulcan. I think he would do the same for me.

I am not Spock.

But given the choice, if I had to be someone else, I would be Spock. If someone said, "You can have the choice of being any other TV character ever played," I would choose Spock. I like him. I admire him. I respect him.

If someone could wave a magic wand and make him go away, disappear forever, I wouldn't let them do it. I would choose to keep him alive. I don't really have that choice. He'll be around anyway. But if I had that choice I would keep him alive. He stands for something that makes me feel good. Dignity and honesty and a lot more. And whatever of that rubs off on me makes me feel good.

But, I am not Spock....



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Grade 10 Reading

How do students provide evidence of what they know and can do in reading?

SAMPLE OPEN-RESPONSE QUESTION

The following is an example of an open-response question designed to provide an opportunity for students to show what they know and can do in the area of reading:

I Am Not Spock

Leonard Nimoy explains how his connection with Spock has changed his perspective. Discuss what Nimoy views as the positive and negative aspects of his connection with Spock. Support your analysis with specific evidence from the excerpt.

What is the relationship of the assessment to the curriculum?

READING CONTENT

The content of the open-response question “I Am Not Spock” addresses Reading Academic Expectation 1.2: “Students make sense of the variety of materials they read.”

This question provides a way for students to show their understanding of several concepts from the *Core Content for Reading Assessment*. Students are asked to read an excerpt from a literary text (i.e., a personal reflection piece), analyze the author’s point of view, and support the analysis with details from the excerpt.

How good is good enough?

PERFORMANCE EXPECTATIONS

An appropriate student response would provide evidence of the student’s ability to read and understand a non-fiction, literary text of personal reflection.

For example, an appropriate response to this question would show that the student can

- analyze the author’s point of view about a specific issue (i.e., the author’s personal connection with Spock);
- accurately discuss the two perspectives of the author’s point of view (i.e., the positive and negative aspects of the author’s connection to Spock); and
- cite specific examples from the text to support both aspects of the discussion.

Successful student work should provide convincing evidence that the student can use reading skills to address the relevant issue(s), although the response may not address all details and may contain some flaws.

How is this relevant?

APPLICATIONS

By successfully answering this question, students demonstrate an ability to read and understand text that presents an author’s personal reflection on an issue. This ability will better enable students to read, understand, and appreciate such literary text as autobiographies, essays, and some poems which also reflect an author’s point of view or perspective.

I Am Not Spock



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If you like money and are thinking about getting a job, you might learn something about earning money from the following article. Read it, then answer the questions that follow.

“Money Means Everything. Money is Life— It’s very Important to Me.”

These may sound like the words of the ultimate Wall Street shark. But, in fact, the person who uttered them is a typical American teen – sweet-natured Kristy Richter, 17, of Vacaville, California. And if you’re like most of the teens we interviewed, she’s speaking for you, too.

Today’s teens, we discovered, are having a love affair with money. You dream about it. You talk about it. You spend it: \$79 billion a year on products ranging from Sega cartridges to prom dresses.

And you’re willing to earn it for yourself. The majority of you aren’t passing your afternoons slouched on the couch watching *Geraldo* or burning out your corneas playing video games. You’re flipping hamburgers, changing diapers, busing tables, selling jeans – toiling away to earn your keep.

About half of all 16-to-19-year-olds are either looking for or have after-school jobs. One million 14- and 15-year-olds are working regularly. And tens of thousands more are earning extra money as occasional lawn mowers, baby-sitters, and general “helper-outers.”

As you probably know, after-school jobs aren’t known for their generous pay scales or high-profile glamour (try stuffing yourself into a McDonald’s uniform on a 90-degree day). But what you might not realize is that an after-school job doesn’t have to be all thankless toil. We met dozens of teens whose jobs are interesting, profitable, even lots of fun.

Where are they working? How did they find their jobs? How can you get off your after-school chain gang and find a job that works for you? Read on and find out.

Like all good things, finding the right job takes time and energy. Don’t sign your life away to the Gap just because your best friend works there. Don’t commit yourself to a summer of baby-sitting a 2-year-old who was certainly raised by wolves. Take a few weeks to uncover all of your options. Here are some tips:

\$ A great place to start your search is at school. If your school doesn’t have a career counselor, talk to a regular guidance counselor or even a school social worker. He or she may know of job possibilities that you might not hear about on your own: government job programs; paid internships (where you get career-building experience at local companies); work-experience programs, which give you school credit as well as pay for working.

\$ Spread the word that you’re looking for work. Tell everyone you know: friends, neighbors, family members, teachers, coaches, and club or religious advisers. Many of the teens we spoke to found their jobs through their involvement in organizations like Future Homemakers of America, 4-H, Junior Achievement, DECA (Distributive Education Clubs of America), and NFTE (National Foundation for Teaching Entrepreneurship).



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\$ Go door-to-door. Spend a few afternoons scouring stores and restaurants at your local mall or on Main Street. Dress nicely and head out on your own. Bringing a gang of friends along might make your day more fun, but you're likely to scare off potential employers. Make your pitch directly to the store manager.

Don't go during times that are likely to be busy. The best time to visit restaurants is from 3:00 to 5:00 p.m. – between lunch and dinner rush. Don't visit stores on Saturdays, which are busier than weekdays.

\$ Don't get lazy. The more leads you have, the better your chance of finding something great. And you never know. Seventeen-year-old James Lindner landed a job working for, of all people, his school's principal. "He knew that I learned how to use a Macintosh computer because I worked on the school paper." So when he needed someone to create and design the school's discipline-code handbook, he called James.

ASK QUESTIONS

Before you accept a job offer, make sure you know what's expected of you, and that those expectations are reasonable. Make sure you understand the following:

\$ Your salary, including overtime. Do you get paid extra for working holidays or beyond your normal schedule?

\$ How you get paid, in cash or by check.

\$ How often you'll be paid. Some businesses pay their employees after every shift. Others pay every week, every two weeks, or even every month.

\$ Your hours. Will you work the same number of hours at the same time every week, or will it change? How much advance notice do you need to give to get time off?

\$ The dress code. Many restaurants require employees to shell out their own money for a uniform. Many stores want their "floorwalkers" to dress a certain way – ties for boys, skirts

for girls. Some stores want their employees to wear clothing bought at the store – at the employee's expense. Make sure you know what's expected before you commit yourself, and that you're comfortable with the rules.

Most teens we spoke to had enjoyed positive work experiences. But unfortunately, teens are vulnerable to unethical bosses. Don't get suckered by a boss who demands long hours or who welshes on his or her obligation to pay you as much as you were promised.

"My boss took advantage of me," says Godfrey Tsui, 17, of Elmont, New York. "He had me work 10-hour days with no overtime pay. One day I worked for five or six hours and he wouldn't give me a break. He was always yelling at me for no reason." Godfrey says he lasted only one month.

No matter how exciting your job is, don't let yourself forget that you're a student first. Your employer should understand this, too. He or she should be willing to be flexible to accommodate your exam schedules, school trips, college interviews, or anything else that might come up. This is not to say that you should feel free to call in sick whenever there's a home game you'd like to attend. But your boss should respect the importance of your school schedule.

"At my other jobs, I had to schedule time off way in advance," says Curtis Crittenden, 18, of Heber City, Utah, who plays soccer, performs in school plays, and represents his school in scholastic competitions. "When I had activities at school I always had to worry about scheduling. At the glass shop, if I let my boss know, it's OK to take off – even if it's the next day."

If you can't find a job you like, consider creating your own. Perhaps you have a skill that you can parlay into a viable business. Are you an art maven? A computer genius? A budding Julia Child? The next Aretha Franklin? If you're willing to do some work, many well-



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developed skills or talents can be translated into a business.

Monique Landers, 15, of Wichita, Kansas, lines her pockets with money she earns from washing, cutting, styling, and braiding her friends' hair. "I enjoy doing people's hair, and I like to see people walking around wearing my hairstyles."

Daniel Harries, 18, used to spend his spare time hooking up his friends' stereos for free. Now he does it for profit, and his customers come from all over Wichita. His service is so popular that he plans to move out of his mom's garage and into his own shop after he graduates. "I like it because I'm the owner. Working for yourself, you make your own hours. You tell people what you want to do. It's a big difference."

SAVE YOUR MONEY

Sure it's great to be able to plunk down \$50 for a front-row seat at the monster-truck show, or to have enough money to outfit yourself in high style. But many of the hardworking teens we spoke to looked back longingly on money they blew on petty purchases.

Bill Bradley, 16, of Brooklyn, spent last summer working in a pizzeria. What does he have to show for it today? Not much. "If it's in my pocket it burns my leg. It has to go," he says. "I made \$1,000 easy and have no idea where it all went. By September, I only had \$150 left."

Both experts and frugal teens agree that the secret to saving money is to have a goal – a class ring, a new truck, a vacation, a college education.

"I sit down and write down my goals on a piece of paper," says 18-year-old Corey Brown, of Gettysburg, South Dakota. "Every day I look at my goals. I put the list on a mirror or in my wallet where I'll see it everyday. It makes me realize that if I don't save money, some of those things won't

happen. Just writing it down on a piece of paper makes me want to work harder to make it happen."

Other teens have their own methods for making sure that they don't fritter away their hard-earned dollars:

"My cousin Frank saves me from myself," says Bill Bradley. "I tell him I'm going to buy something and he'll give me reasons why not to buy it."

"I opened a savings account because I'm saving for a car," says Kristy Richter. A savings account also pays her extra money, or interest, on her savings.

"It's too tempting to spend, so I don't carry my checkbook with me," says Daniel Harris.

"I put \$10 a week into a Christmas-club savings account," says 13-year-old Michael Hubbard. "If I skip a week, the bank calls to remind me. Around October or November, I get a lump sum, about \$500, from the bank."



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How do students provide evidence of what they know and can do in reading?

SAMPLE OPEN-RESPONSE QUESTION

The following is an example of an open-response question designed to provide an opportunity for students to show what they know and can do in the area of reading:

Money Means Everything

An author organizes information in a particular way to convey important ideas.

- What are **three** main recommendations in this article?
- Explain how these three recommendations are organized and presented.

What is the relationship of the assessment to the curriculum?

READING CONTENT

The content of the open-response question “Money Means Everything” addresses Reading Academic Expectation 1.2: “Students make sense of the variety of materials they read.”

This question provides a way for students to show their understanding of several concepts from the *Core Content for Reading Assessment*. Students are asked to read an informational article about teenagers getting jobs, to draw conclusions based on what is read, and to analyze the organization and presentation of the information.

How good is good enough?

PERFORMANCE EXPECTATIONS

An appropriate student response would provide evidence of the student’s ability to read and understand an informational article and to recognize the organizational techniques used in the article.

For example, an appropriate response to this question would show that the student can

- accurately identify three main recommendations in the article; and
- clearly and accurately explain how the three main recommendations are organized and presented.

Successful student work should provide convincing evidence that the student can use reading skills to address the relevant issue(s), although the response may not address all details and may contain some flaws.

How is this relevant?

APPLICATIONS

By successfully answering this question, students demonstrate an ability to read an informational text, to understand the main ideas of the text, and to appreciate the ways an author organizes and presents information to convey these main ideas. This ability will be useful to students throughout school and in their adult life as they both read a variety of informational text (e.g., textbooks, newspapers, magazines) and write their own informational text (e.g., reports, articles).



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Last year the government mandated that food manufacturers accurately represent the nutrition information on the labels of their products as well as display the Food and Drug Administration's guidelines for healthy daily eating. Read the following information from the Nutrition Action Healthletter to answer the questions that follow.

How to Read the New Food Labels

Nutrition Facts	
Serving Size 1 cup (249g)	
Servings Per Container about 2 1/2	
Amount Per Serving	
Calories 500	Calories from Fat 330
% Daily Value	
Total Fat 36g	56%
Saturated Fat 22g	100%
Cholesterol 110mg	35%
Sodium 910mg	37%
Total Carbohydrate 33g	11%
Dietary Fiber 3g	13%
Sugars 5g	
Protein 12g	
Vitamin A 0%	Vitamin C 0%
Calcium 20%	Iron 6%

counted as saturated fat (it's only included in **Total Fat**). So if the food contains partially hydrogenated oils, the label underestimates how much it will raise your cholesterol.

4 **Calories from Fat** helps you see how fatty a food is. For example, 330 out of 500—or 66 percent—of this food's calories come from fat. Yuk!

5 The FDA refused to set a DV for added **sugars** because health authorities haven't set a limit on how much we should eat.

Unfortunately, the "sugars" number isn't very precise. It includes naturally occurring fruit and milk sugars. And it omits some of the longer-chain sugars that comprise up to two-thirds of some corn syrups.

6 For the first time, you can compare the "% Daily Value" for "good" nutrients (**Vitamins A and C, Calcium, Iron, and Dietary Fiber**) with the "% Daily Value" for "bad" nutrients (fat, sodium, etc.). With the "good guys" ranging from 0 to 20 percent of the DV and the "bad guys" ranging from 35 to 100 percent, this one's a loser.

You should use the information on labels to choose foods that will promote your health. The typical American diet is high in fat, saturated fat, cholesterol, and sodium. Such a diet greatly increases the risk of numerous diseases, including heart disease, stroke, diabetes, and some cancers. Try to keep your intake of fat below 20% of daily calories (that's about 40-50 grams) and less than 2,000 mg of sodium each day.

1 Always check the **Serving Size** first. It may be a bore, but if you eat less or more than what's listed, you'll have to adjust the other numbers accordingly. **Bonus:** Serving sizes on the new labels are more consistent and realistic than they used to be.

2 **% Daily Value** tells you how much of a day's worth of fat, sodium, etc., the food provides. For example, this food's 36 grams of fat use up **56** percent of your daily fat limit, or "Daily Value" (DV).

But don't assume that a food has to have 40 or 50 percent of the DV for fat (or whatever) to be high. People eat 15 to 20 foods a day. Our advice: If a food has 20 percent or more of the DV, it's "high" in that nutrient. "Low" means no more than five percent.

3 Check the **% Daily Value** for **Saturated Fat**. It's the nutrient that causes the most damage to health. Just keep in mind that cholesterol-raising trans fat isn't



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How do students provide evidence of what they know and can do in reading?

SAMPLE OPEN-RESPONSE QUESTION

The following is an example of an open-response question designed to provide an opportunity for students to show what they know and can do in the area of reading:

How to Read the New Food Labels

The new food labels provide different kinds of information to consumers about a food's contents.

- Discuss the kinds of information the new food labels provide.
- Explain **two** ways these kinds of information can help an individual have a more healthy diet.

What is the relationship of the assessment to the curriculum?

READING CONTENT

The content of the open-response question "How to Read the New Food Labels" addresses Reading Academic Expectation 1.2: "Students make sense of the variety of materials they read."

This question provides a way for students to show their understanding of several concepts from the *Core Content for Reading Assessment*. Students are asked to read an excerpt from a text that is both informational and practical; to follow the sequence of information given; to use a graphic to help interpret the information; to interpret the meaning of specialized vocabulary in the excerpt; and to evaluate the usefulness of the information as it pertains to real life.

How good is good enough?

PERFORMANCE EXPECTATIONS

An appropriate student response would provide evidence of the student's ability to read and understand text that is both informational and practical.

For example, an appropriate response to this question would show that the student can

- read and understand text from a nutrition newsletter that contains practical information on how to read the new food labels;
- read and understand information in a sample food label;
- accurately discuss the kinds of information the new food labels provide; and
- clearly explain two ways that the information on the new food labels can help an individual improve his or her diet.

Successful student work should provide convincing evidence that the student can use reading skills to address the relevant issue(s), although the response may not address all details and may contain some flaws.



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APPLICATIONS

How is this relevant?

By successfully answering this question, students demonstrate an ability to read and understand text that is both informational and practical and to connect the information read to real life. This ability will be useful to students throughout school and in their adult life.



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Grade 10 Reading

The following speech by Patrick Henry was presented to the Virginia Legislature in 1775. Read the speech to learn about its purpose and Patrick Henry's opinions. Then answer the questions that follow.

SPEECH TO THE SECOND VIRGINIA CONVENTION

I know not what course others may take; but as for me, give me liberty, or give me death!

Patrick Henry (1736-1799) was a leading patriot in the revolutionary cause. Born in Virginia, he was one of colonial Virginia's most successful lawyers, noted for his quick wit and oratorical skills. Elected to the Virginia legislature in 1763, he became an outspoken advocate of the rights of the colonies. In 1765, speaking in opposition to the Stamp Act, Henry said, "Caesar had his Brutus, Charles the First his Cromwell, and George III ..." (he was then interrupted by cries of "Treason! Treason!") "... *may profit by their example. If this be treason, make the most of it.*"

Henry played a prominent role in the growing movement for independence. He was a member of the first Virginia Committee of Correspondence and a delegate to the Continental Congresses of 1774 and 1775. His most famous speech, excerpted below, was delivered to the second Virginia Convention on March 23, 1775, at Saint John's Church in Richmond, Virginia. The speech was a powerful argument on behalf of resolutions to equip the Virginia militia to fight against the British.

Henry was the first governor of the state of Virginia, and he served the state and the nation in many other public positions. His lasting fame, however, derives from this fiery speech in 1775, with its world-famous peroration.

...It is natural for man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren, till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst and to provide for it.

I have but one lamp by which my feet are guided; and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House? Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our

petition comports with these warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled, that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motives for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us; they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer on the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already



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exhausted? Let us not, I beseech you, sir, deceive ourselves longer. Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the tyrannical hands of the ministry and parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak, if we make proper use of the means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations; and who will raise friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable—and let it come! I repeat it, sir, let it come!

It is vain, sir, to extenuate the matter. Gentlemen may cry peace, peace—but there is no peace. The war is actually begun! The next gale that sweeps from the North will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty, or give me death!



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Grade 10 Reading

How do students provide evidence of what they know and can do in reading?

SAMPLE OPEN-RESPONSE QUESTION

The following is an example of an open-response question designed to provide an opportunity for students to show what they know and can do in the area of reading:

Speech to the Second Virginia Convention

In 1775, Patrick Henry made his speech to his audience of Virginia legislators to convince them that Virginia should join the War of Independence.

- Identify and discuss **three** main points Henry uses to support his argument.
- Explain why these points were appropriate to convince his audience to join the war.

Use information from the speech to support your discussion.

What is the relationship of the assessment to the curriculum?

READING CONTENT

The content of the open-response question “Speech to the Second Virginia Convention” addresses Reading Academic Expectation 1.2: “Students make sense of the variety of materials they read.”

This question provides a way for students to show their understanding of several concepts from the *Core Content for Reading Assessment*. Students are asked to read a famous persuasive speech, analyze the use of persuasion in the text (i.e., identify and discuss three main points used to support the argument), and recognize the appropriateness of the argument for the intended audience.

How good is good enough?

PERFORMANCE EXPECTATIONS

An appropriate student response would provide evidence of the student’s ability to read and understand a persuasive speech, as well as to understand what makes a persuasive speech appropriate for an intended audience.

For example, an appropriate response to this question would show that the student can

- understand Patrick Henry’s position on joining the War of Independence;
- accurately identify three main points Henry uses in his speech to support his position;
- clearly and accurately explain why these points were appropriate for his intended audience; and
- use appropriate details from the speech to support the explanation.

Successful student work should provide convincing evidence that the student can use reading skills to address the relevant issue(s), although the response may not address all details and may contain some flaws.



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APPLICATIONS

How is this relevant?

By successfully answering this question, students demonstrate an ability to read and understand persuasive text and to recognize how it is tailored to appeal towards a particular audience. This ability will better enable students to recognize when they are listening to or reading persuasive text (e.g., speeches, editorials, advertisements) and to respond to the text as critical thinkers (i.e., accept or reject the argument presented by the text based on fact rather than opinion). This ability will be useful to students throughout school and in their adult life.